



Alaska Alternate Assessment Mentor Pre-test Webinar Agenda with Notes

Date: Wednesday, January 22, 2014

Time: 3:30 PM Alaska, 4:30 PM Oregon

Webinar Link: <https://www4.gotomeeting.com/register/904589407>

Facilitators: Aran Felix, EED; Kim Sherman, DRA; Dan Farley, DRA

CALL-IN INFORMATION

There are up to 100 participants allowed on this webinar site (GoToWebinar). We are encouraging all participants to use their computer/laptop for both audio and screen-sharing components. Groups of participants are encouraged to log on with one computer and project the webinar on a large screen.

The GoToWebinar system has built in "phone" function, however, calling in via telephone also will be possible if necessary. You may chat through the webinar system, email, or call with questions during the webinar.

The webinar will be offered once; there will be no make-up webinars. The agenda and notes will be emailed to all Mentors and posted under the Materials Tab of the ak.k12test.com site.

The webinar and phone lines will open at 3:15PM AKST for Mentors to log in ahead of time. Part of the registration process in GoToWebinar involves downloading new software. Please complete this download in advance and help us to begin the webinar on time, with all systems functioning. A GoToWebinar *Quick Reference Guide* is included with this correspondence and can help to answer most of your technical questions.

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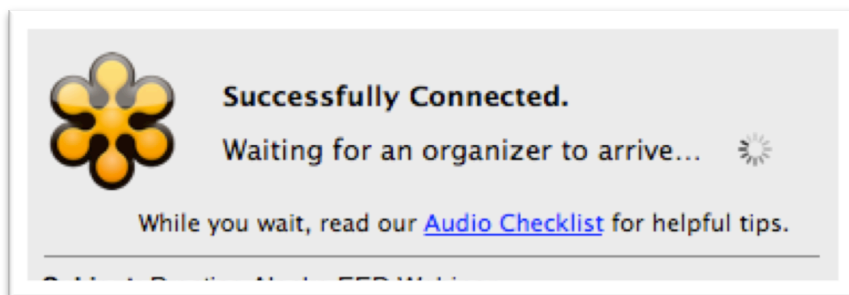
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[1-800-315-6338](tel:1-800-315-6338), code: 8431
3:20-4:40 on January 22

SYSTEM REQUIREMENTS FOR GoToWebinar

Windows	
Operating system	Windows 8
	Windows 7
	Windows Vista
	Windows XP
	Windows 2003 Server
Processor	2.4GHz or more
RAM	2GB or more
Internet	DSL or better
Bandwidth	700Kbps or more for simultaneous screen sharing, video and audio conferencing
Browser	Internet Explorer® 7.0 or newer
	Mozilla® Firefox® 4.0 or newer
	Google Chrome™ 5.0 or newer
Additional software	JavaScript™
Mac	
Operating system	Mac OS® X 10.6 (Snow Leopard®)
	Mac OS® X 10.7 (Lion®)
	Mac OS® X 10.8 (Mountain Lion®)
Processor	2.4GHz Intel processor (Core 2 Duo)
RAM	1GB
Internet	DSL or better
Bandwidth	700Kbps or more for simultaneous screen sharing, video and audio conferencing
Browser	Safari™ 3.0 or newer
	Mozilla® Firefox® 4.0 or newer
	Google Chrome™ 5.0 or newer
Additional software	JavaScript™
iOS	
Operating system	iOS 5 or newer
Device	iPad® 1 or newer
	iPhone® 3GS or newer
	iPod® Touch (3rd generation) or newer
Internet	WiFi recommended for VoIP
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4	
GoToWebinar User Guide	
Additional software	Free GoToMeeting App from the App Store
Android	
Operating system	Android 2.2 or higher
Processor	1Ghz CPU or higher recommended
Internet	WiFi recommended for VoIP
Additional software	Free GoToMeeting App from the Google Play Store

Webinar Agenda

OVERVIEW

Take roll: Roll call starts at 3:30 PM, and a second roll call will occur when the webinar/teleconference finishes for districts that missed the first roll.

Aran Felix, EED, Kim Sherman, DRA and Dan Farley, DRA will use the ak.k12test.com site as an organizer for the webinar, showing key pieces of the online training, data entry, and monitoring system while highlighting key dates and important tasks.

<https://ak.k12test.com/>

TAB: Home and Tabs

- Discrepancy Log (vs. Training Updates)
- Training
- Proficiency
- Materials
- Data Entry
- Reports
- New Mentor
- Admin
- Help/Settings
- Additional Reminders

TRAINING

- **Important Dates Calendar** – Located on <https://ak.k12test.com/>, Training Tab, Calendar of Events
- **January 15, 2014** - Large Print Alternate Assessments were mailed from DRA to DTCs. Check with DTC to receive those tests. This year, there were no requests for Brailled tests
- Make sure all eligible students receive alternate assessments (Mentors to assist in this process).
- **January 24, 2014– Practice Window closes.** Do not enter real student demographic information prior to January 27, 2014! DRA erases all student demographic and score data that was input during the practice window
- **January 24, 2014– Secure Tests are available online.** All users who have reached Qualified Assessor or Qualified Trainer may access the Secure Tests on the ak.k12test.com site. Tests **may not be administered** to students prior to Monday, January 27, 2014, 8:00 AM.

- **January 27, 2014, 8:00 AM – AKA Test Window Opens** - QAs may begin to enter their student demographics and begin administering tests and entering student scores. No three-week window for downloading and printing tests is offered, as the test window has been extended from six to 10 weeks
- **February 17, 2014** – The date by which Assessors should have completed entering their student caseload into the online assessment system to enable Mentors (and DTCs) to track progress
- **February 18, 2014** – District Passwords will be sent to QTs for access to secure Reporting Website (akreports.k12test.com)
- **April 4, 2014** – Alternate Assessment Test Window Closes, 6:00 PM
- **April 30, 2014** – Last day to submit Consequential Validity Survey
- **May 16, 2014**– Reporting website opens for DTCs and Mentors. You should have received a new logon/password prior to this date.
- **Review Administration rules** –all students must start with standard items following 3x3 rule. Review ELOS rules. (Location: Training Tab: Test Administration and Rules)
- **Test Security Agreements (TSAs) for QAs** need to be initialed, signed and on file with DTC. EED does not need copies of your protégé/Assessors' TSAs
(Location on test website: Training Tab, scroll down to Test Security)

TAB: Training Tab

- Important Dates (Calendar of Important Dates)
- Test Security Agreement
- Administration Rules for ELOS

MATERIALS

- **Secure Tests** – Remember that only Qualified Assessors and Qualified Mentor-Trainers may access secure tests. Mentor responsibilities:
 - Mentors please nudge your Assessors-in-Training and returning QAs to move forward with completing online training and proficiencies if they have not finished. Remind them: training modules BEFORE proficiency tests
 - Mentors MUST change their new protégé's status in online system when all requirements are met (from Assessors-in-training to Qualified Assessors)
 - Certificates are issued online. Each user has access to his or her own certificate. Certificates are located under Help/Settings Tab in the online assessment system

TAB: Materials

- Secure Tests: Standard Administration
 - a. Available for Mentors on January 24, 2014.
 - b. Do not distribute until January 27, 2014.
 - c. General Instructions Page
 - d. Accommodations Pages
 - e. All questions/scripts are on the description page, except for Reading Passages (to eliminate flipping between Directions page and Scoring Page).
 - f. Materials Preparation Guide – a complete listing of all classroom materials that may be required for each test subject and grade band.
- Secure Tests: ELOS
 - a. Bundled into grade bands (3/4, 5/6, 7/8, and 9/10)
 - b. Reading, Writing, Mathematics, grades 3 – 10
 - c. Science, grades 4, 8, and 10
 - d. Same format as last year: Each test contains just three tasks of five items each. Administer all fifteen items. All items in each grade are aligned to the Early Entry Points to the Extended Grade Level Expectations.

DATA ENTRY

- **April 4, 2014, 6:00 PM – Test Window Closes** -system closes, invalid tests if scores not entered by that time.
- **Shredding Tests** – After the testing window closes, shred **all** scoring protocols and student materials per Test Security Agreement

TAB: Data Entry

- January 24, 2014: DRA will wipe practice student demographic and practice score entries from the system. Secure Test materials available for download
- January 27, 2014: System opens for QAs to input student demographic data
- By February 17, 2014: QAs should have completed entry of all students' demographic data for their students who will participate in the Alaska Alternate Assessment.
- Student Setup
 - Enter the correct grade for student – links to correct assessment menus and AYP grade-banding.
 - Add
 - Edit
 - Delete
- Enter Scores
 - Data Entry Status
 - “Save, still entering data”
 - “Done, submit to EED”

- Reading, Writing, Mathematics (grades 3 – 10), Science (only 4, 8, 10)
 - (SUBJECT) Tested
 - IEP Change
 - Late Entry
 - Suspension
 - Other (18 characters)
- Enter scores (subject)
- Reasons assessment not administered (see 'Reasons Not Tested' section of AK AA training site for definitions).
 - **MUST ENTER** either scores or reason not administered for each eligible subject area.
- When all of the assessment scores for a student (or reason not tested) are entered, choose '**Done, Submit to EED**' in the Data Entry Status drop down menu. This will upload the student's scores to DRA/EED for AYP.
 - UNTIL this is done, it is as though the student was not tested.
 - MUST be done by 6:00 PM, April 4, 2014.

REPORTS

Individual Student Reports

- **Unofficial Student Reports**
 - Scores are in percentages and do not show proficiency levels (Advanced, Proficient, etc.).
 - All scores (standard and ELLOS) shown.
 - Available until June 15, 2014.
 - The training site will be closed between June 16 and September 1, 2014 for programming changes.

TAB: Reports

- Unofficial reports, available immediately through June 15, 2014.
 - Choose "Save Data" at end of each subject area score entry page.
 - Unofficial Report will available only after Assessor has chosen "Done, Submit to EED."
- See Materials for document that clarifies the differences between Official and Unofficial Student Reports, as well as Guides to Test Interpretations for Parents and Educators.

- **Official Student Reports**

Reporting Website for DTCs and Mentors

- **February 18, 2014** – QTs will receive logon passwords to access the secure reporting site (the calendar lists February 25, but the date has been moved forward)
- **May 16, 2014** – reports uploaded to online reporting system for DTC and QT access at: <http://akreports.k12test.com/>

- District prints reports:
 - One copy to Parents with Guide to Test Interpretation, one copy to teachers for review and file in the student's file.
 - These reports show Proficiency Levels in the content areas (RWM and Science in grades 4, 8, 10).
 - Strand sub-scores are also shown. ELOS scores are not broken out in detail, see Unofficial report for details.

VIEW: akreports.k12tst.com site

- Official reports available to districts on May 16, 2014. District Test Coordinators and Qualified Mentor-Trainers have access to the online Reporting Website at <https://akreports.k12test.com/>
- Finding Reports: Sorted by School, then Student Name
- Test Interpretation Guides, located on Reporting site, also on ak.k12test.com site. These will be updated on February 3, 2014

NEW MENTORS

This tab was developed as a self-study support for Qualified Assessors in reaching Qualified Mentor-Trainer status. It may also serve as back-up support for veteran QTs in the tools and responsibilities available to them.

The topics are:

- Training Protégés
- Testing Students
- Student Outcomes
- Monitoring Assessors

TAB: New Mentor

- Training tab for Qualified Assessors seeking to reach Qualified Mentor-Trainer status.
- Replaces the three-day face-to-face training formerly offered in October.
- On-going support for new and veteran QTs.

ADMINISTRATORS (monitoring Protégés)

- **Tracking Protégés:** It is the responsibility of Mentors to track their protégés to ensure they are completing their training and proficiency exams; have entered their student caseload; are testing and entering student scores; and save/submit data by the close of the test window. Online reports have been developed to facilitate this process.

TAB: Admin

- Upgrade User Accounts
 - Track AIT progress on proficiency tests
 - Upgrade AIT to QA status
 - Reset AIT proficiency test attempts
- Data Entry Status
 - Percent of eligible students who have been tested
 - February 17, 2014 demographic data entry goal is imperative to track entry status
 - Email your QAs to encourage data entry and testing / score entry
 - Note the data entry status of AA DRA Test, QT: Total students in each Subject area: 1. Only 1 Reading test entered. On April 1, 2014 Mentors should email their QAs who have significant percent of scores remaining to be entered.
 - Assessment Plan column: From Assessor demographic entered, asked if the Assessor has students on his or her caseload who would require testing in the AA
- Printing AK AA Certificate
- Website Reports (Document descriptions on Materials Tab > Support Documents > "AKAA Website Rpt Guidance.pdf")
 - User Contact
 - User Status History
 - User training
 - User Proficiency Overview
 - User Data Entry
 - Using online reports under ADMIN tab, make sure your protégés are entering student scores and submitting them in a timely manner.

HELP/SETTINGS

Contact Information for Helpdesk, AK EED website, and Frequently Asked Questions (a searchable data base)

Assessors access this tab to print their AK AA certificate, update their personal information (Name change, new school or district, change of email address, etc.)

Assessor/Mentor Survey

- The Survey of Consequential Validity is for all Qualified Assessors and Mentors
- Survey open during test window and for a couple of weeks after window closes: January 24, 2014 – April 30, 2014
- Link to the Qualtrix survey will be made available on the ak.k12test.com website and EED website. Take the survey AFTER administering an assessment if you also function as an Assessor.
- If you are a Mentor and cannot answer student questions, answer what is applicable. Check N/A if a question is not applicable.
- April 30, 2014 – final date to provide feedback and participate in the Survey of Consequential Validity. Periodic reminder emails will be sent out.
- New questions have been added to gather your responses to new issues, but many questions are the same so we can track changes over time. It will take approximately 5 to 10 minutes to complete.

Remember:

- Alternate Assessment window closes on April 4, 2014 at 6:00 PM. All student scores must be input and status changed to 'Done, Submit to EED' by this time.
- **Problems?** Help Desk is open. Call Sevrina Tindal, 1-800-838-3163, or email: sevrina@dillardresearchassociates.com
- **Final roll call of districts who signed in after 3:30 PM**

New Alternate Assessments Updates and Essential Elements - The New Standards for Students with Significant Cognitive Disabilities

Mentor Webinar, March 26, 2014
Aran Felix, Alternate Assessment, EED



Reminders from fall Mentor 2013 training:

- Alaska is a member of a multi-state consortium, Dynamic Learning Maps (DLM) with the purpose to develop new alternate assessments for SWSCD
- DLM along with the member states have also developed new standards for SWSCD that are linked to the Alaska Standards in reading, writing, math
- DLM has developed self-directed and professional development modules



Timeline - New Assessments

1. Fall 2014 - Instructionally Embedded (IE) Assessments
2. Spring 2015 - Year End (YE) Assessments (administer within 6 week test window)
3. Grades 3-10 (grade 10 not 11 per SBOE)
4. Content areas of reading, writing, mathematic



Field Tests

- Spring 2014 - 3 sets of DLM Field Tests
- Recruiting for Field Test 3
- May 1 - end of school year
- April 9 last day to volunteer
- To volunteer contact DTC
- DLM: 1-855-277-975, dlm@ku.edu



How will we get everyone trained?

- AA Mentors will oversee training
- Online training for teachers will be available
- DRA will continue to assist EED in training mentors to administer new assessments
- DRA will continue to deliver the science assessments and training will be on DRA website
- Two webinars for AA mentors spring 2014
- **CHANGE:** Annual Mentor Training -**Oct. 6-7**
- Assessor training begins fall 2014



Two types of online training

- **Instructional Implications -Start now**
 - Self directed Modules (Handout 1)
 - Professional Development Modules for Mentors
 - <http://dynamiclearningmaps.org/unc/modules.html>
- **Test Administration - Next fall**
 - KITE Online System
 - Educator Portal
 - User Guide for Teachers (Field Test 3 version)
 - <http://dynamiclearningmaps.org/unc/ft3.html>



TO DO NOW

- **Learn about AK-DLM Essential Elements**
- <http://education.alaska.gov/tls/assessment/alternateEE.html>
- Begin instructing your students using the Essential Elements
- Write IEP Goals using Essential Elements
- Begin reviewing self-directed modules
 - **Today's Webinar:** DLM Essential Elements
 - **Next Webinar, April 30:** IEPs Based on DLM Essential Elements



IEP Based on AK-DLM Essential Elements (EEs)

- <http://dynamiclearningmaps.org/unc/facilitated/iep/index.html>
- **New** Participation Criteria beginning Fall 2014
 - Significant Cognitive Disability
 - Instruction using AK-DLM EEs
 - Extensive direct instruction & substantial supports



Handout 2-Current Participation Criteria for AA

Yes/ Agree	No/ Disagree	Alternate Assessment Participation Criteria Checklist: Student has (check in the box)
		The student has an Individualized Education Program (IEP).
		The student meets the eligibility for special education related to the area of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities. However, the decision to participate in the Alternate Assessment is not based primarily on a specific eligibility determination such as the student's visual, auditory, physical, or emotional/behavioral disabilities.
		The student shows evidence of a significant cognitive disability and exhibits deficits in adaptive behavior skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula that leads to a diploma.
		The student requires extensive, frequent, individualized assessment in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills.
		Objectives written for the student in the designated content area are less complex than the Alaska Grade Level Expectations, making the regular assessment, even with adaptations (accommodations/modifications), inappropriate for the student.
		The adaptations (accommodations/modifications) needed by the student to participate in the regular assessment would compromise the validity of the test.
		The decision to participate in the Alternate Assessment is not based solely on student or external factors.
		The decision to participate in the Alternate Assessment is not based solely on language, culture, or economic differences.
		The decision to place the student on the Alternate Assessment is not being made for program administrative reasons, but as the student is expected to perform poorly on the regular assessment, the student displays disruptive behavior or experiences emotional distress during testing.



Handout 3-New AK-DLM Participation Criteria

Dynamic Learning Maps® Participation Guidelines		Agree/Disagree/No Answer
Participation in the Dynamic Learning Maps Alternate Assessment requires a response to each of the following questions. Each state participating in the Dynamic Learning Maps will determine whether its IEP teams must select alternate assessment on the appropriate values for all students or whether some may decide on student participation responses for each value.		
Participation Criteria	Participation Criteria Descriptions	Agree/Disagree/No Answer
1. The student is a significant cognitive disability	Student is unable to learn or use a disability or condition that significantly impacts educational performance. The student's condition is not a learning style or a disability.	Yes / No
2. The student is unable to learn or use a disability or condition that significantly impacts educational performance	Student is unable to learn or use a disability or condition that significantly impacts educational performance. The student's condition is not a learning style or a disability.	Yes / No
3. The student is unable to learn or use a disability or condition that significantly impacts educational performance	Student is unable to learn or use a disability or condition that significantly impacts educational performance. The student's condition is not a learning style or a disability.	Yes / No
4. The student is unable to learn or use a disability or condition that significantly impacts educational performance	Student is unable to learn or use a disability or condition that significantly impacts educational performance. The student's condition is not a learning style or a disability.	Yes / No

The following are not disqualifiers (for example), considerations for determining participation in the Dynamic Learning Maps Alternate Assessment:

1. A disability category or label
2. Non-compliance with state or federal law
3. Native language/cultural differences or economic differences
4. Extended time for completion of the general education assessment
5. Student and/or teacher characteristics
6. Educational environment or instructional setting
7. Program of study or special education
8. Lack of reading level or other skill level
9. Individualized learning plan
10. Impact of student's social or accessibility system
11. Administrative changes
12. Student's learning style
13. Need for accommodations (e.g., assistive technology) to participate in assessment process

Participation Guidelines Final

06/19/2013



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>

The Alaska-Dynamic Learning Maps Essential Elements

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The AK-Dynamic Learning Maps (DLM) Essential Elements are specific statements of content and skills, linked to the Alaska standards to provide a bridge for students with significant cognitive disabilities to achieve grade-differentiated expectations.



Comparison: Alaska Standard to Essential Element

For example, at the 3rd grade level of the English Language Arts Alaska Standards, the 5th Reading/Literature standard reads,

The team of educators and content experts working on the DLM project identified the Essential Elements of the standard as:

*“Refer to **parts of stories, dramas, poems** when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how **each successive part builds on earlier sections.**”*

*“Determine the **beginning, middle, and end of a familiar story** with a **logical order.**”*



Handout 4

- Review selected Mathematics Essential Elements from K through HS to determine links to the related AK grade-level standards.
- Note the reduction in breadth and complexity in the Essential Element while retaining the core of the standard.



<http://www.youtube.com/watch?v=APZ5sO69XKI&feature=youtu.be>
HUNTER VIDEO



Handout 5

- Analyze student and teacher interaction and behaviors during a writing activity.



Developing the DLM Essential Elements

- Review of resource materials and preparatory webinars
- On-site working meetings with state representatives
- Content and population expert review of on-site work
- Stakeholder review and feedback on draft documents
- Review of feedback (webinars, emails and conference calls)
- Alignment to Learning Maps



Dynamic Learning Maps Essential Element: Design Decisions

- Focus on student learning.
- Create comparable expectations for students with significant cognitive disabilities.
- Use performance terms to describe what students should know and be able to do.
- Insure that final elements are measurable and observable.



AK-DLM Essential Elements: Design Priorities

- Define essential differences from grade to grade in:
 - cognitive demand
 - content knowledge
 - skills-based expectations
- Identify the key elements essential for each grade level
 - Not necessarily a one-to-one relationship with the Alaska State Standards
- Align Essential Elements across and between grades.



What EEs Are and Are Not

Are:

- Linked to Alaska grade level standards
- Statements of content and skills that provide a bridge for SWSCD to achieve differentiated expectations
- Provide challenge and rigor appropriate for SWSCD

Are Not:

- Downward extension to pre-K
- Statements of functional skills
- Not curriculum or learning progressions
- Not IEP goals or benchmarks
- Do not define what is taught or how it should be taught



<http://education.alaska.gov/tls/assessment/alternate.html>

Alternate Assessment (AA)

GENERAL INFORMATION

- 2013-2014 Masters by District - excel
- Accommodations
- Alternate Assessment Online Assessment Site
- Alternate Assessment Proficiency Scores - pdf
- Assessment Results
- District Communications
- FERPA - Protecting Student Privacy - pdf
- Frequently Asked Questions
- Alternate Assessment Calendar of Important Dates - pdf
- Dynamic Learning Maps Consortium
 - Dynamic Learning Maps Website
- Participation Guidelines for Alaska Students in State Assessments, June 2011 edition - pdf
 - **Participation Guidelines for the Alaska - DLM Alternate Assessment - pdf**
- Extended Grade Level Expectations and Proficiency Level Descriptors: Reading, Writing, Math, and Science - pdf
- Essential Elements for Students with Significant Cognitive Disabilities



Alaska Assessments Page

Alaska Assessments

Assessments | Early Literacy Screening | Dynamic Learning Maps | ASSETS/INCA | DLM Online Help

The purpose of the Alternate Assessment is to provide an opportunity for students with significant cognitive disabilities (SWSCD) to have access to, participate in, and make progress in the general education curriculum in compliance with state and federal law. It is expected that only a small number (less than two percent) of all students will participate in an alternate assessment in spring 2014. Alaska's alternate assessments cover the content areas of reading, writing, and mathematics for students in grades 3 through 10, and science for students in grades 4, 6, and 10.

[Alaska's Alternate Assessment](#)

Alaska recently joined the Dynamic Learning Maps Consortium (DLMC) whose dedication is ensuring that all students have the best possible testing experience and designing new Alternate Assessments in English Language Arts and Mathematics for students with severe cognitive disabilities. Full implementation scheduled for spring 2015.

[Dynamic Learning Maps Consortium \(DLMC\)](#)

Dynamic Learning Maps (DLM) Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Alaska Standards for English Language Arts and Mathematics. The purpose of the [DLM Essential Elements](#) is to build a bridge from the content in the Alaska Standards to academic expectations for students with the most significant cognitive disabilities.

[Alaska - DLM Essential Elements](#)

[Alaska - DLM Essential Elements with Nodes - pdf](#)

Effective September 2014, students eligible for the Alternate Assessment must take the Alternate in English Language Arts, Mathematics, and Science.

[Participation Guidelines for the Alaska - DLM Alternate Assessment - pdf](#)



Handouts 6 and 7

- Review Essential Elements with Instructional Examples
- Review Essential Elements with Nodes and view on the Learning Map



EEs with Nodes

DYNAMIC LEARNING MAPS		
DLM™ PILOT INFORMATION: ESSENTIAL ELEMENT, NODES, AND MINI-MAP		
HIGH SCHOOL MATH		
Alaska Grade-Level Standards	DLM Essential Element	Node Linkage Progression
<p>MG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk as a cylinder).</p> <p>MG-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>MG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with a geographic grid system based on latitude).</p>	<p>MG-MG.1.1 Use properties of geometric shapes to describe real-life objects.</p>	<p>Successor Node:</p> <ul style="list-style-type: none"> Use geometric methods to solve design problems <p>Target Node:</p> <ul style="list-style-type: none"> Use geometric shapes to describe objects <p>Prerequisite Progression:</p> <ul style="list-style-type: none"> Recognize cubes Recognize cones Recognize cylinders Recognize spheres <p>Initial Progression:</p> <ul style="list-style-type: none"> Match the same three-dimensional shape with the same size and same orientation Match the same three-dimensional shape with different size and same orientation



EEs with Instructional Examples

High School Mathematics Standards: Geometry-Modeling with Geometry		
AK Grade-Level Clusters	AK-DLM Essential Elements	Instructional Examples
<p>Apply geometric concepts in modeling situations.</p> <p>GMG.1.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk as a cylinder).</p> <p>GMG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>GMG.1.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with geographic grid systems based on ratios).</p>	<p>MG-MG.1.1 Use properties of geometric shapes to describe real-life objects.</p> <p>MG-MG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>MG-MG.1.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with geographic grid systems based on ratios).</p>	<p>Students will:</p> <p>GMG.1.1 Use geometric shapes to describe real-life objects.</p> <p>GMG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>GMG.1.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with geographic grid systems based on ratios).</p> <p>Students will:</p> <p>MG-MG.1.1 Use properties of geometric shapes to describe real-life objects.</p> <p>MG-MG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>MG-MG.1.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with geographic grid systems based on ratios).</p> <p>Students will:</p> <p>MG-MG.1.1 Use properties of geometric shapes to describe real-life objects.</p> <p>MG-MG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>MG-MG.1.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize costs; working with geographic grid systems based on ratios).</p>



THANK YOU!

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